



Student Based Curriculum Evaluation: A Case Study of “Contemporary World History and Science History” subject

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ABSTRACT

This study provides an important contribution to the literature by attempting a more systematic curriculum evaluation based on Stufflebeam’s Context, Input, Process and Product (CIPP) curriculum evaluation framework. It provides the first attempt at a systematic evaluation of the effectiveness, sustainability and impact of a recently introduced elective course titled Turkey in Contemporary World History curriculum in North Cyprus. The study developed a scale, based on the (CIPP) evaluation framework, and its reliability and validity were tested based on the Kaiser-Meyer-Olkin and Bartlett Sphericity tests which indicated that the scale was available for factor analysis. Accordingly, primary data for the study was generated through a sample survey of 399 students in North Cyprus. Preliminary results and analysis reveal that, the objectives, contents, teaching-learning process and textbook for the TCWH course were not effective. The study concludes with some recommendations to enhance the effectiveness and impact of the course.

Keywords: curriculum evaluation, exploratory factor analysis (EFA), confirmatory factor analysis (CFA), reliability, scale development

INTRODUCTION

The republic of Turkey emerged in 1923 from the remains of the Ottoman Empire. Since then, the Turkish State, especially under Kemal Ataturk, has been seeking to forge a united, independent, secular and modern republic with all the different nationalities, races and religions living in harmony (Karpas, 2015; Weisband, 2015; Zurcher, 2004). Externally, Turkish foreign policy seeks to be at peace with its neighbours. A key component for achieving what the founding father of modern Turkey, Kemal Ataturk’s doctrine of “Peace at home and peace with neighbours is History education (Weisband, 2015). National consciousness, democracy, recognition of states, and even freedom can be enhanced through greater education of the society which enhances better understanding among individuals from different religions, values and languages and thus enable them to live in peace and harmony. As Fukuyama (1992) highlighted in his book, *The End of History and the Last Man*, history can be seen as an evolution process. Knowing about history it helps to appreciate the importance of democracy, freedom, ideological evolution, power of technology and role of law. Knowing history and past make easy to create present day.

History can be particularly insightful human beings, and valuable lessons can be learned from history. This learning process consists of six compulsory elements - historical inquiry, historical information collection, historical thinking skills, explanation of the historical facts and understanding history and empathy - and these

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State of the literature

- History education is important for international relations and contributes to the resolution of interstate disputes in a peaceful manner
- Developed scale helps to measure students' opinions on the history course
- Analysis of history course curriculums meets the requirements for further studies and helps to update the current curriculum

Contribution of this paper to the literature

- Systematic curriculum evaluation based on Stufflebeam's Context, Input, Process and Product (CIPP) curriculum evaluation framework is generated.
- Model based curriculum evaluation used instead of subjective, descriptive or eclectic method
- Entrepreneurial skill is in the curriculum but students cannot acquire this skill because of the inadequate equipment, tools and teaching materials, methods and techniques used in TCWH.

should be considered in the history teaching curriculum (Talin, 2015). Furthermore, the process of an individual's learning and adaptation to the values, attitudes and behaviours are interconnected with societal, social and cultural factors (Adger et al., 2009; Gudykunst et al, 1996; Yeşilorman, 2014). On this point, as Liu et al. (2014) stated, learning strategies are considered to have a significant role as they are the procedures, rules, methods, skills and self-regulations that form the learners' effective study processes. Education encompasses teaching and learning; education results in skills and knowledge and skills acquisition occurs in individuals during a certain process. Also, training individuals to gain experience achieve permanent changes in behaviour. Therefore, training is an equal opportunity offered to each individual, and is arguably one of the most important activities in our lives (Dewey, 1933). History education is important for international relations and contributes to the resolution of interstate disputes in a peaceful manner (Harris, 2010). Also, today's leaders can provide guidance for the state administration through the knowledge of history. Knowledge of history also contributes to the development of national unity and the sense of integrity by improving people's reasoning and thinking. Taking lessons from past experiences is beneficial for teaching people how to act when faced with current events. Historical studies and reviews can determine the short and long-term goals of the nation. The civilization of the whole society is formed through the support of the formation of consciousness, so that individuals who have different religions, values and languages can live in peace without distinction, which contributes to learning.

According to Benavot and Resnik (2006) knowledge of history can inculcate knowledge and skills through history lessons can be either via compulsory or elective history courses. Currently, a number of courses such as, History, World History, Republic of Turkey: The Revolutionary History and Kemalism, Cyprus History, Turkish Cypriot History, History of Art are all compulsory courses in the North Cyprus educational curriculum. However, an elective course titled "Turkey in Contemporary World History" was (TCWH), was added to the high school curriculum in the 2008 - 2009 academic year. The contents of the course cover the most important national and international events and issues from the 19th century to the present day. The course aims at contributing to students' reasoning and thinking abilities, as well as mental development. It is based on the logic that a citizenry and informed about well-educated in contemporary affairs and history would be better adopted to the challenges and opportunities being opened by globalisation.

Accordingly, the school contents of the school curriculum should seek to provide knowledge and skills that will make better citizens out of the students. Thus, the quality of education is ultimately a result of an effective curriculum monitoring and evaluation (Deno, 2013).

There is a growing realization among specialists in the field of curriculum studies, teachers and inspectors on the need to assess whether applied a curriculum is relevant, up-to-date, reliable, and effective. Curriculum evaluation is increasingly becoming an integral part of curriculum development in order to ensure the effectiveness of an applied program. While several curriculum programmes have been designed with lofty

objectives, the extent to which these objectives have been achieved efficiently and sustainably remains a subject of growing research interest.

Although there is a burgeoning literature on curriculum evaluation it has tended to be subjective, eclectic and therefore provide little guidance on the effectiveness of applied curricula (See for example Demircioğlu (2006), Aktekin and Öztürk (2013), Kaya et al. (2013) and Tan (2005)). A major contribution of this study is to provide a model-based evaluation of the TCWH curriculum to enable policy makers, teachers and inspectors with a more objective picture of the effectiveness or otherwise of the course. The study develops a valid and reliable scale for the assessment of 12th grade secondary school students' opinions towards TCWH course. The Kaiser-Meyer-Olkin and Bartlett Sphericity statistical tests affirmed the robustness of the scale and therefore it is used to generate primary data for the study through a sample survey of 399 students in North Cyprus to evaluate their' opinion about TCWH course in North Cyprus. Preliminary results and analysis reveal that, the objectives, contents, teaching-learning process and evaluation of TCWH course curriculum could have been more effective in practice and the textbook used for this course does not seem to meet students' needs and the requirements of the curriculum. The study also identifies from the student's point of view to several suggestions for enhancing the effectiveness and impact of TCWH program.

The discussion in paper is divided into sections. After the introductory part, section A discusses the CIPP evaluation methodology employed in the study to construct a valid and reliable and scale to assess students' opinion about TCWH. Section B reviews the students' sample used. Section C presents the results. While section D analysis and draws some conclusions as well proposed some ways for enhancing the effectiveness and impact of the course.

METHODOLOGY

In order to assess the adequacy and appropriateness of a curriculum, the objectives, goals, contents, teaching - learning processes, and evaluation framework should be taken into consideration (Varış, 1997). This study employs the Stufflebeams (2000), CIPP evaluation framework because it takes into consideration the institutional context and authorities that underpin the program. It also indicates decisions taken during the evaluation process that might be taken in the direction of planning, implementation and reorganization (Stufflebeam, 2000). Decisions related to planning are based on contextual assessment; the type of input evaluation makes the decisions regarding the structuring; The decision on the implementation of the process evaluation type and finally the decision on the implementation of the product evaluation type will be obtained. Requires that all the elements, context, input, process, and product that affect the evaluation in order to be evaluated be evaluated in order.

The CIPP model collects information from various sources to make better decisions about programs. This model provides effective and quality information about the program's objectives, plans, actions and results. In an evaluation with this model, the data are collected from each component; consistency is sought and evaluated between these components. The data are collected from multiple sources and the assessment is more rigorous and comprehensive. The purpose of this model is far from being proven, it is applied to improve the program itself (Stufflebeam and Coryn, 2014).

A major objective of the study is to analyse the curriculum evaluation of the TCWH course according to the students' opinions. It is important to consider the opinion of the 12th grades students regarding the TCWH course when evaluating its effectiveness, applicability, adequacy, reliability and validity, among other aspects.

In light of Sungur's (2013) findings as well as the program outline of the course and textbook, which had been approved by the Ministry of Education, Demircioğlu (2006) considered the evaluation of the general objectives of the history curriculum in Turkey and compared it with seven European Union countries in his study. What did he find?

Recently, Aktekin and Öztürk (2013) conducted a descriptive study to evaluate a curriculum according to teachers' views; What did they find however, they also did not use any curriculum evaluation model. Kaya et al.

(2013) determined the applicability of the contemporary history-teaching curriculum by only considering the opinions of history teachers with a qualitative research method in which a descriptive survey model was used. What did they find?

Tan (2005), proposes whether the curriculum evaluation process includes the courses to be taught in classes through teaching steps, objectives, contents, teaching and learning processes and experiences. Howard (2007) stated that a curriculum needs to be well defined with objectives, appropriate teaching and learning experiences, and learning outcomes should be created efficiently.

In this study, we employed a quantitative research method to evaluate the TCWH course. Research proceeded by first developing a scale with which to evaluate students' opinions about TCWH course. The scale is based on the Stufflebeam's Context, Input, Process and Product (CIPP) curriculum evaluation model which provides a robust conceptual framework to critique the quality of both the current and recommended curricula.

In the study, the 36 questions were prepared to determine students' opinions about the course. But after expert opinions were sought and after scale validity and reliability checks were conducted the number of questions remained 20. In order to ensure Scale's validity and reliability, all the questions were prepared according to the CIPP evaluation model criteria. In order to find answers to research questions a scale, based on Stufflebeam's CIPP evaluation model principles was developed. The questions in the scale were formed using a five-point Likert scale and the arithmetic average of the scores ranged from: 1. Completely Disagree (4.20 – 5.00), 2. Disagree (3.40 – 4.19), 3. Partly agree (2.60 – 3.39), 4. Agree (1.80 – 2.59), 5. Completely agree (1.00 – 1.79).

We then test the reliability and validity of the scale based on the Kaiser-Meyer-Olkin and Bartlett Sphericity statistical tests to explore whether the scale is available for factor analysis. The Kaiser-Meyer-Olkin (KMO) value was found to be 0.87; the Bartlett test result was found to be $p < 0.05$ while the Cronbach alpha reliability coefficient was found to be 0.82. There were 20 items in total in the scale and all of them were found to be positive.

Study Group

While Sapnas (2004) suggested that 100 participants are sufficient for the factor analysis to be adequate, Preacher and MacCallum (2002) stated that the sample size should be between 100 and 250. In this study, the viewpoints of the 12th grade students with respect to the TCWH curriculum were analysed. The reliability and validity of the scale used in this study were supported by the opinions of 399 students who participated in the study. Wiersma (2000) stated that the reliability and validity of a study could be determined by measuring the consistency of the scale.

Statistical Analysis of Data

The data obtained from the survey question form was transformed into a digital format. The data was transferred electronically, and the SPSS 21.0 and SPSS AMOS 21.0 software packages were used for the statistical data analysis. The Kaiser-Meyer-Olkin test (KMO) and Bartlett's test of sphericity (BTS) were run and the Varimax Rotation was calculated. The structure validity factor analysis of the scale and the internal consistency reliability test were verified by the Cronbach's alpha coefficient. Additionally, total correlations were calculated to determine the relations of the scale items and the size of the sample was taken into consideration in this study for the factor analysis. The scale was applied to 399 students. There are two basic types of factor analysis available for the scale development process, which are exploratory and confirmatory. In this research, both types of analysis were used. When using the inductive approach, exploratory factor analysis may be the most beneficial for identifying those items that are predicted.

FINDINGS AND RESULTS

Content Validity of the Scale

The draft of the scale was comprehensively prepared according to Stufflebeam's CIPP evaluation model – context, input, process, and product. The questionnaire's draft version was presented to 20 experts who are curriculum developers, history teachers, and measurement and evaluation professionals. These 20 experts were asked to comment on the general structure of the statements, and to make comments and suggestions about specific items. Although their responses were generally positive and supportive, some comments indicated the necessity to make various changes to the structure of the questions. Additionally, the scale was applied to a sample of students in order to test the reliability of the scale and to develop a clearer structure. After incorporating the experts' opinions and based on the results of the pre-application of the draft, the scale was finalized as 36 questions.

Validity of Scale Structure

The Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA) were used for TCWH as an opinion scale in this study. Before implementing the EFA, the Kaiser-Meyer-Olkin (KMO) test was administered to determine the validity and to measure the sampling adequacy. The result of the KMO test administered for the students' questionnaire determined the p-value to be .87. Bayram (2004) stated that the closer the p-value in the KMO test is to 1.00, the more convenient it is to apply factor analysis for the sampling group. If the p-value in the KMO test is lower than 0.50, it is not convenient to administer factor analysis. Bartlett's Test of Sphericity is a preliminary test conducted to determine whether three or more independent samples are homogenous or variant

Table 1. TCWH lesson view scale Exploratory Factor Analysis (EFA) result

	Process	Product	Context	Input
Q 1: Sufficient time is spent on revising the topics of the TCWH lesson.	0.92			
Q 2: Sufficient homework tasks are given in the TCWH lesson.	0.92			
Q 3: A sufficient number of examinations are conducted in the TCWH lesson.	0.86			
Q 4: Homework given to reinforce the topics in the TCWH lesson is appropriate to my level.	0.81			
Q 5: My basic history thinking skill learning was impacted in a positive way by the TCWH lesson.		0.79		
Q 6: My basic historical thinking needs were met by the TCWH lesson.		0.79		
Q 7: Students' improvements in terms of IT skills were satisfactory in the TCWH lesson.		0.77		
Q 8: Students' improvements related to historical concepts are satisfactory in the TCWH lesson.		0.76		
Q 9: I was encouraged to improve my communication skills during the TCWH lesson.		0.68		
Q 10: The textbook used in the TCWH lesson is appropriate to my level			0.78	
Q 11: The content of the textbook used in the TCWH lesson is interesting for me.			0.69	
Q 12: The content of the textbook used in the TCWH lesson is consistent with the objectives of the program.			0.68	
Q 13: The content of the textbook used in the TCWH lesson enables the program to reach its objectives.			0.62	
Q 14: I gained the skill of using Information Technologies with the TCWH lesson curriculum.			0.59	
Q 15: The TCWH provides me with skills that I can make predictions for the future, so I can adapt to the changing needs of the 21st century.			0.58	
Q 16: Materials, equipment, methods and techniques used in the TCWH lesson help me to acquire entrepreneurial skills.				0.86
Q 17: Materials, equipment, methods and techniques used in the TCWH lesson facilitate my learning.				0.82
Q 18: Materials, equipment, methods and techniques used in the TCWH lesson are suitable for acquiring creative thinking skills.				0.59
Q 19: Materials, equipment, methods and techniques used in the TCWH lesson improve my Information Technology skills				0.52
Q 20: Materials, equipment, methods and techniques used in the TCWH lesson are suitable for my cognitive developmental characteristics.				0.45

Table 2. TCWH lesson Confirmatory Factor Analysis (CFA) results

	X ² /sd	RMR	GFI	CFI
Model	1.922	0.06	0.87	0.91

before proceeding with variance analysis. Bartlett’s test was conducted to investigate the sphericity of data showed that the p-value was $p < 0.05$. Since the p-value in the KMO test was greater than 0.05 and the p-value for Bartlett’s test was smaller than 0.05, the validity of the test, sampling adequacy and the factor analysis administered were confirmed. The scale was tested with principal component analysis and varimax transformation to assess the validity. Factors under 0.45 were eliminated and the scale exploratory factor analysis procedure was repeated. The final results of the factor analysis are presented in **Table 1**.

As seen in **Table 1**, the results of the factor analysis indicate that the items’ factors in the scale’s range vary between 0.45 and 0.92. The scale comprises 20 items with four subscales, which are context, input, process and product. It was found that these four subscales’ total variance value is 58.0%.

Confirmatory Factor Analysis (CFA) Results

Confirmatory factor analysis was used to identify the relevance of the results of exploratory factor analysis. Confirmatory factor analysis shows that, exploratory factor analysis (EFA) by the determined factor. Factor analysis is used to test the suitability of the structure factors defined by the hypothesis. On the other hand, EFA can be used to test the variable groups, which are associated with a high level of factor.

As can be seen in **Table 2**, the situated model fit indices indicate that: the X²/sd value is a perfect fit because it is less than 3, the GFI value 0.87 indicates acceptable harmony, the CFI value of 0.91 also indicates good fit, and the 0.06 RMR value shows that it is an acceptable fit. As a result of those indexes, it can be determined that the model is harmonious. It was also found that the original form of the students’ questionnaire was collected under four factors. While preparing the items for the questionnaire, the items were considered in four dimensions or factors. The valid and reliable scale was finalized as four dimensions consisting of context, input, process and product evaluation factors and 20 items using a 5-point Likert format.

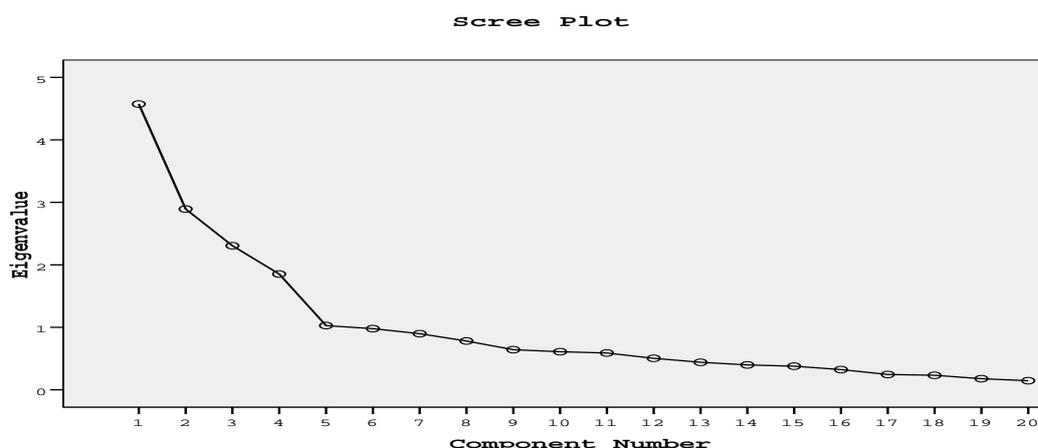


Figure 1. Exploratory Factor Analysis (EFA) screen plot chart result

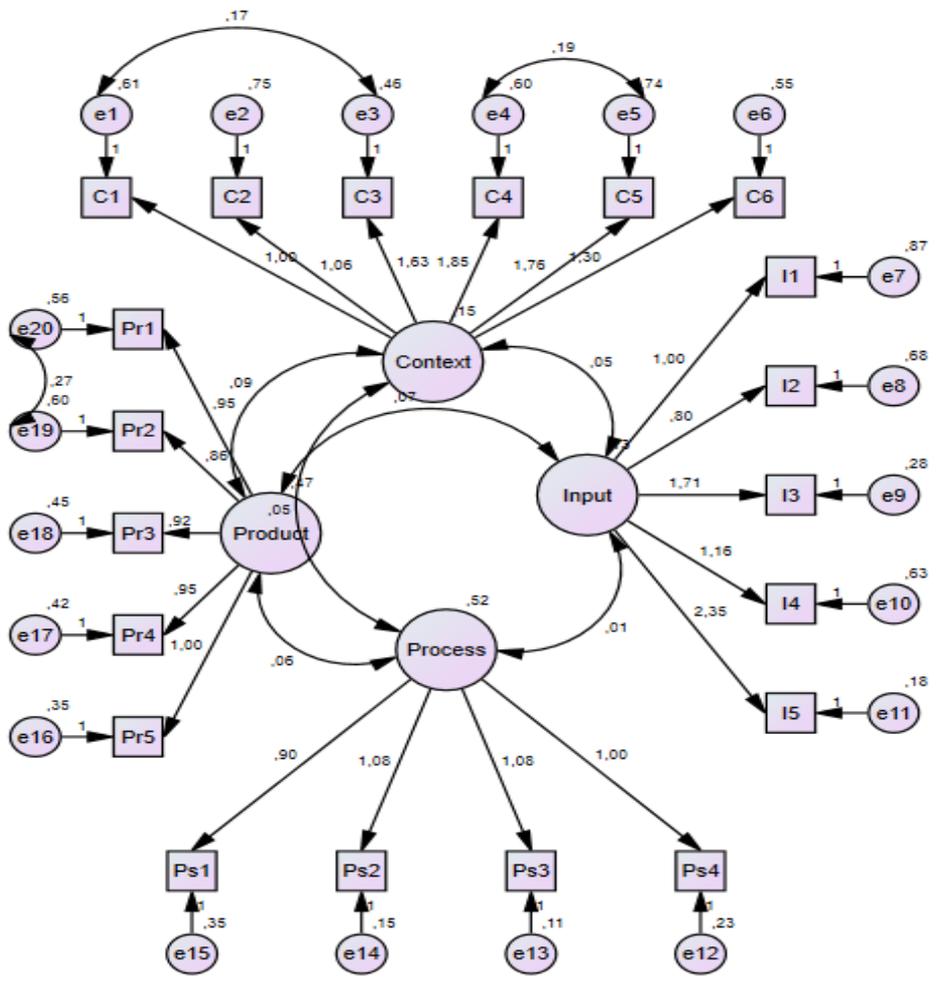


Figure 2. TCWH opinion scale CFA results

According to the CFA results, the covariance between four factors in the scale can be determined. The covariance value between context and input was 0.054 and it is significant. The covariance value between context and process was 0.047 and it is significant. The covariance value between context and product was 0.093 and it is significant. The covariance value between input and process was 0.015 and it is not significant. The covariance value between process and product was 0.060 and it is not significant. The covariance value between input and product was 0.073 and it is significant. An error covariance relationship was found between Item 1 and Item 3 ($r=0.17$) in the scale under context as well as between Item 4 and Item 5 ($r=0.19$). Therefore, it is not necessary to remove them from the scale, although the relationship between them is not significant. In the context factor, the value of coefficient is 1.0 and 1.3, which indicates that it is relevant. The coefficient values range between 0.80 and 2.35 and all materials are significant for the model. In the process factor the coefficient ranges between 0.90 and 1.01, which means that it is significant for the model. A correlation was found between Items 16 and 17 ($r=0.27$) in the product factor. However, this relationship does not mean that any items should be removed from the scale. In the product factor, the value of coefficient ranges between 0.86 and 1.00 and all materials are significant for the model.

Table 3. The distribution of the answers of the students to the sub dimension of the context

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q 10	16	4.01	300	75.19	54	13.53	17	4.26	12	3.01
Q 11	19	4.76	36	9.02	85	21.30	240	60.15	19	4.76
Q 12	21	5.26	296	74.19	54	13.53	21	5.26	7	1.75
Q 13	204	51.13	103	25.81	58	14.54	28	7.02	6	1.50
Q 14	54	13.53	238	59.65	75	18.80	23	5.76	9	2.26
Q 15	9	2.26	82	20.55	270	67.67	22	5.51	16	4.01

Reliability

In order to determine the reliability of the scale, both the internal consistency test and the split-half test have been conducted. The result of the Cronbach’s alpha test obtained based on the values for the overall scale was found to be 0.82. Furthermore, the Cronbach’s alpha value is 0.75 for the first part of the test and it was found to be 0.79 for the second part. The Cronbach’s alpha values for the sub-dimensions of the scale are as follows: 0.77 for context, 0.70 for input, 0.90 for process and 0.83 for the product subscales. Consequently, the scale was proved to be reliable.

RESULTS BELONGING TO STUDENTS VIEWS

An answer was sought to the question: Is there a significant difference between the opinions of the TCWH Course Secondary School Grade 12 students related to the dimension of the curriculum’s context, input, process and product? The distribution of the answers given by the students related to these dimensions is shown in [Tables 3-6](#).

The Opinions of the 12th Grade Secondary School Students Taking the TCWH Course Related to The Dimension of the Curriculum’s Context Evaluation

An answer was sought to the question: Is there a significant difference between the opinions of the TCWH Course Secondary School Grade 12 students related to the dimension of curriculum’s context evaluation? The distribution of the answers of the students to the “TCWH Opinion Scale” related to the dimension of curriculum’s context evaluation was given in [Table 3](#).

The study also found that 75.19% of the students disagrees with the idea in Question 14: “TCWH course helps me gain skills for using information technology, 60.15% of them agrees with Question 15: “TCWH course brings me skills which help me make strong predictions so I can adapt to the changing needs of the 21st Century”, 74.19% of them disagrees with Question 10: “The context of the TCWH textbook is appropriate with my level”, 51.13% of them disagrees with Question 11: “The contents of the textbook used in TCWH lesson is interesting for me.” 59.65% of them disagree with Question 12: “The contents of the TCWH textbook are consistent with the objectives of the course” and 67.67% of them are neutral to Question 13: “The context of the TCWH textbook is suitable to meet the objectives of the course”.

The Views of The TCWH Course Secondary School Grade 12 Students Related to The Dimension of Curriculum’s Input Evaluation

An answer was sought to the question: Is there a significant difference between the opinions of the TCWH Course Secondary School Grade 12 students related to the dimension off curriculum’s input evaluation? The distribution of the answers of the students to the “TCWH Opinion Scale” related to the dimension of curriculum’s input evaluation was given in [Table 4](#).

Table 4. The distribution of the answers of the students to the sub dimension of the input

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q 20:	6	1.50	49	12.28	58	14.54	106	26.57	180	45.11
Q 18:	206	51.63	103	25.81	59	14.79	20	5.01	11	2.76
Q 16:	26	6.52	93	23.31	141	35.34	137	34.34	2	0.50
Q 19:	55	13.78	165	41.35	64	16.04	102	25.56	13	3.26
Q 17:	17	4.26	67	16.79	271	67.92	32	8.02	12	3.01

Table 5. The distribution of the answers of the students to the sub dimension of the process

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q 4:	7	1.75	22	5.51	83	20.80	256	64.16	31	7.77
Q 2:	7	1.75	28	7.02	74	18.55	56	14.04	234	58.65
Q 1:	13	3.26	248	62.16	104	26.07	33	8.27	1	0.25
Q 3:	8	2.01	24	6.02	72	18.05	103	25.81	192	48.12

When **Table 4** was examined, it was explored that 45.11 % of the students strongly agrees with Question 20: "The equipment, tools and teaching materials, methods and techniques used in TCWH course are appropriate to the attributes of my cognitive development," 51.63% of them strongly disagrees with Question 18: "The equipment, tools and teaching materials, methods and techniques used in TCWH course are appropriate to help me gain skills for creative thinking." 35.34% of them are neutral to Question 16: "The equipment, tools and teaching materials, methods and techniques used in TCWH course are appropriate to help me gain skills for entrepreneurship." 41.35% of them disagrees with Question 19: "Material, equipment, methods and techniques used in TCWH course improve my skills of using Information Technologies." and 67.92% of them are neutral to Question 17: "Material, equipment, methods and techniques used in TCWH course ease my learning."

The Opinions of the TCWH Course Secondary School Grade 12 Students Related to The Dimension of Curriculum's Process Evaluation

An answer was sought to the question: Is there a significant difference between the opinions of the TCWH Course Secondary School Grade 12 students related to the dimension of curriculum's process evaluation? The distribution of the answers of the students to the "TCWH Opinion Scale" related to the dimension of curriculum's process evaluation was given in **Table 5**.

When **Table 5** was examined, it was explored that 64.16% of the students agrees with the item Question 4: "Homework given to reinforce the topics in TCWH lesson is appropriate to my level." 58.65% of them strongly agrees with Question 2: "Sufficient pieces of homework are given in TCWH lesson." 62.16% of them disagrees with Question 1: "Enough time is spent on revising the topics of TCWH lesson.." 48.12% of them strongly agrees with Question 3: "Sufficient number of examinations are done in TCWH lesson."

The Opinions of The TCWH Course Secondary School Grade 12 Students Related to The Dimension of Curriculum's Product Evaluation

An answer was sought to the question: Is there a significant difference between the opinions of the Contemporary Turkish and History Course Secondary School Grade 12 students related to the dimension of curriculum's product evaluation? The distribution of the answers of the students to the "TCWH Opinion Scale" related to the dimension of curriculums product evaluation was given in **Table 6**.

When **Table 6** was examined, it was explored that 67.42% of the students are neutral to the sub dimension Question 5: "My basic history thinking skill learning was affected in a positive way by TCWH lesson." 67.17% of them disagree with Question 6: "My basic historical thinking needs was met by TCWH lesson." 64.66% of them are neutral to Question 7: "I was encouraged to improve my communication skills by TCWH lesson." 42.61% of them

Table 6. The distribution of the answers of the students to the sub dimension of the product

Questions	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree	
	n	%	n	%	n	%	n	%	n	%
Q 5:	8	2.01	76	19.05	269	67.42	38	9.52	8	2.01
Q 6:	3	0.75	268	67.17	79	19.80	38	9.52	11	2.76
Q 7:	9	2.26	80	20.05	258	64.66	46	11.53	6	1.50
Q 8:	170	42.61	125	31.33	73	18.30	27	6.77	4	1.00

were strongly disagreeing with Question 8: "Students' improvement about using IT skill is satisfactory in TCWH lesson" and 43.86% of them are neutral to Question 9: "Students' improvement about historical concept is satisfactory in TCWH lesson."

DISCUSSION AND CONCLUSION

In this study, in order to determine the student's opinions of the TCWH curriculum, a 5-point Likert-type scale was developed to evaluate opinions of the TCWH course. Applying this to 399 students developed this scale. It has 4 factors scale consisting of 20 items. The Cronbach's alpha coefficient for the overall reliability (20 items) was calculated as 0.82. The draft questions consisted of 36 items concerning the students' opinions about the TCWH curriculum. By examining the value of descriptive statistics, it was revealed that the data has a normal distribution. The questionnaires were prepared to cover four components of the CIPP evaluation model - context, input, process, and product - which constituted the sub-problems of the study. With the draft questions, analysis of correlation and analysis of items were initially performed. According to this analysis, 12 questions were removed from the scale. Then, the data was subjected to exploratory and confirmatory factor analysis. The exploratory factor analysis results revealed that the Kaiser-Meyer-Olkin (KMO) value for the scale was 0.87, while the Bartlett test for sphericity was measured to be $p < 0.05$ and the Cronbach's alpha reliability coefficient was calculated as 0.82. In total, there are 20 items in the scale and all items are positive. Hence, reliable and acceptable scale was developed to determine the opinions of the students towards the TCWH curriculum and all these results affirm that the data is appropriate. In addition to exploratory factor analysis, the confirmatory factor analysis results also determined that the model for the scale shows a good fit (Figure 1). As a consequence of the results, it was determined that the developed scale for TCWH was a valid and reliable instrument and this scale can therefore contribute to the educational research and enables the measurement of the student's opinions towards the TCWH lessons in four factors.

The discussions and views of the students about the course, which was developed after the validity, reliability, and exploratory and confirmatory factor analysis were as follows:

The Conclusion of Students' Opinions about Context revealed that the participating students generally disagreed with the question "TCWH course helps me gain skills for using information technology." Gömleksiz and Bulut (2006), found that students need to gain skills that enable them to adapt to the developments in our globalized world. Besides this, it was reported that the ability to use information technology should be among the achievements of the curriculum. In the same context, according to Yaşar (2005), it is important to raise students who can use information technology, the Internet and media appropriately and effectively and whose knowledge skills and gains are compatible with the modern world. Stufflebeam (2000) reported the importance of the use of technology during the implementation of training programs. In line with these research findings, it can be said that the information technology in the TCWH curriculum should be taught to the students. In light of these results, the program focuses on meeting the informational needs of the students to use technology. According to the results obtained, the program's effectiveness in terms of the globalized world and the need to adapt to it with the skills acquired was not satisfactory.

Additionally, it can be said that the students do not receive an adequate level of knowledge and skills and they are also not able to use the Internet media effectively and correctly, as it was intended. These results indicate that the TCWH curriculum does not meet the needs of students related to using information technology during the class.

The students agreed with the observation "The TCWH course brings me skills which help me make strong predictions for the future, so I can adapt to the changing needs of the 21st century." In this context, Karataş and Fer (2009), observed that the curricula should be able to meet the needs of the students related to challenges they may encounter in the future. Bulut (2008), also observed that the implementation of science and technology is a necessity in the 21st century and should be continually adapted to changing needs. It was explored whether the program can meet the changing needs of 21st century so students can gain skills to make strong predictions. Demircioğlu, (2009), also observed that the history curriculum objectives are focused on raising students who can conduct research, have creative scientific thinking skills, and are effective citizens, which are actually the needs of society as a whole as well as individuals, and found that they are not at the desired level. The history curriculum should be revised in light of the developments occurring in the international arena; history programs should regulate the information contained in general purpose, the students should know where to use information and they must be at a level to develop skills that help them to produce information. In light of these results, the curriculum meets the changing needs of the in the 21st century, and allows them to gain skills so they can make strong predictions about the future. It is therefore stated that this curriculum meets the needs of individuals and modern society.

The students disagreed with the observation "The context of the TCWH textbook is suitable with my level". According to Safran (2002), history textbooks are not prepared in accordance with students' psychomotor development needs. Özbaran (1998) and Tunçay (1998) noted that the textbooks that were written in accordance with the history curriculum were not suitable for students' level. Kaya et al. (2013) reported that the textbook's language was highly complex, the content was detailed, it exceeded the level of the students, and even that the teachers reported that the colouring of the book was not appropriate. In line with these results, it was concluded that the history textbooks were not written in accordance with the level of the students and developmental needs. Furthermore, the students also reported that the textbook's level was higher than they expected, it was too detailed and the language was too heavy.

The students disagreed with the observation "The content of the textbook used in the TCWH lesson is interesting for me." Aktekin and Öztürk (2013), observed that teachers reported that the history textbook's context is not understandable for students, the content is disorganized, its language is confusing, the subjects are too concentrated and so are not interesting for the students. According to the results obtained from the study, it can be stated that the content of the textbook is not interesting for the students. The textbook should be clearer and the content should be simplified to make it more interesting for the students.

The students disagreed with the observation "The content of the textbook used in the TCWH lesson is consistent with the objectives of the program." Aktekin and Öztürk (2013), observed that there are too many objectives in the curriculum and this was reflected in the textbook. Consequently, the subjects are too concentrated, the lesson hours are not sufficient, and therefore the objectives cannot be met. In line with the literature review, it was explored whether the content of the textbook used in the TCWH lesson is not consistent with the objectives of the program.

The students' answers for the observation "The content of the textbook used in the TCWH lesson is consistent with the objectives of the program" were neutral. Saydam (2009) noted that Turkey's history curricula and history textbooks are not in accordance with the needs of modern society and, in this way, they do not enable the students to acquire appropriate and beneficial knowledge about history. Kaya et al. (2013), revealed that the views of history teachers about the TCWH course were both positive and negative. The positive views included claims that the illustrations used in the textbooks are adequate and attractive and are in accordance with the curricula, the negative views include that the content of the textbook is too heavy, its level is higher than the could follow students and it does not follow a chronological order, it does not include various important political events and it was prepared from only one perspective. According to the results of this study, it can be stated that the students could not decide if the content of the textbook used in history is consistent with the objectives of the curriculum or not.

The Conclusion of Students' Opinions about Input revealed that the students strongly agreed with the observation "The equipment, tools and teaching materials, methods and techniques used in the TCWH course are appropriate to the attributes of my cognitive development." Adalı (2012) observed that the preference of using teaching techniques for teaching the TCWH course makes it more important and effective. In addition to this, the advantages of using teaching techniques for this course are that it has a positive impact on the students' understanding of the course, it benefits the mental development of the students, it is appropriate to their cognitive level and it is also advantageous for the teachers of the course. In the light of these results, the teachers of the TCWH course should choose materials, tools, equipment, methods and techniques that are appropriate to the cognitive level of the students during the teaching process in order to make it more effective and successful for the students. In this context, it can be concluded that the materials, tools, equipment, methods and techniques are appropriate to the cognitive level of the students. Correctly chosen materials allow students to learn more effectively and correctly.

The students strongly disagreed with the observation "The equipment, tools and teaching materials, methods and techniques used in the TCWH course are appropriate to help me gain skills for creative thinking." According to the views of the students, the equipment, tools and teaching materials, methods and techniques used in the TCWH course are not appropriate to help them gain skills for creative thinking. The creative thinking skill is among the objectives of the TCWH curriculum objectives (MEB 2012). However, according to the results of this study, the students reported that there were no elements of the classroom teaching that allowed them to gain creative thinking skills during the teaching-learning process. This finding is supported by Keskin (2009) who observed that stated that the implementation of the curriculum in the class should be designed to enable students to gain creative thinking skills, and the students can benefit as they can learn to think faster and continually because of the implementation. Creative thinking skill implementations should be supported with various activities and the students should be actively involved. Creative thinking skills have numerous benefits and an individual who has creative thinking skills can also develop critical thinking and problem solving skills. Furthermore, an individual who has creative thinking skills will be successful both academically and socially (Cenkseven & Vural 2006; Hager et al., 2003; Kaloç 2005).

The students are neutral towards the observation, "The equipment, tools and teaching materials, methods and techniques used in the TCWH course are appropriate to help me gain skills for entrepreneurship." When the curriculum was analysed, it was found that one of the important skills to be gained is entrepreneurship. (MEB, 2012). It was found in the study that the students could not decide if the equipment, tools and teaching materials, methods and techniques used in TCWH course are appropriate to help them gain entrepreneurial skills. Although the entrepreneurial skill is in the curriculum, it can be assumed that students cannot acquire this skill because the equipment, tools and teaching materials, methods and techniques used in TCWH or the teachers are not adequate. All these results are in line with the literature review. The objectives of the curriculum include raising individuals who can think, search, are social, entrepreneurial and confident (Gömleksiz and Kan 2007). The teachers should be sufficiently competent to meet the objectives of the curriculum. If it is necessary, in service training, workshops and seminars should be provided for the teachers to increase their competence levels (Keskin, 2009).

The students disagreed with the observation "Materials, equipment, methods and techniques used in the TCWH lesson improve my skills of using Information Technologies." Adalı (2012), observed that the students who attended an evaluation workshop reported that, although the textbook was used throughout the teaching process, a projector was used rarely in the TCWH program. In addition to this, according to his results, the teachers of this course were advised that they should use materials, they should give importance to vision, they should not use traditional teaching methods, and they should use contemporary education approaches and techniques, which will trigger the use of Information technology, by the students. After analysing the results of this study and the literature review, it can be said that the teachers of the TCWH course should use contemporary techniques so that the students are encouraged to embrace Information Technology, which is an increasing requirement in the modern era.

The students were neutral to the observation "Material, equipment, methods and techniques used in the TCWH course ease my learning." Adalı (2012), found that the students gave different views about the TCWH course. For example, Student A said "visual materials are not important in social lessons like TCWH course", while Student B stated "I think it is not necessary to use lots of materials and tools for this course ". In the same study,

Student C reported, "If our teacher made us watch documentaries related to the topic in our class, we would learn and remember better". In the literature review it was found that the students who participated in the study could not decide about the usage of materials, tools, equipment, methods and techniques in the TCWH course.

The Conclusion of Students' Opinions about Process revealed that the students disagreed with the observation in the process sub-dimension "Homework given to reinforce the topics in TCWH lesson is appropriate to my level." The students reported that the assigned homework conforms to their level, it can be understood and they experienced no difficulties in completing their homework. This goes contrary to the existing literature. For example, Ünal (2011) observed that if homework is at the level of the students, and meets the needs and interests of the students, it would not only increase the success of the curriculum but also the success of the students. It was found that the homework given in the TCWH course is at the student's level so it can be assumed that it meets their needs and interests.

The students strongly agreed with the observation "Sufficient items of homework are given in the TCWH lesson." As the students reported that the assigned homework is sufficient, it can be assumed that the students do not want to do homework. This might also indicate that the students do not have enough interest for the course. Analysis of the literature shows that the results go contrary to the findings of the present study. The teachers reported in another study that the exercises in the TCWH textbook are not sufficient (Erseven 2011). The findings in this study are contrary to the results in the literature as the students reported they were satisfied with the amount of homework assigned. Therefore, it was found that the amount of homework is sufficient for the students.

The students disagreed with the observation, "Enough time is spent on revising the topics of the TCWH lesson." The students who studied the TCWH course observed that revisions are not implemented. It is important to revise the topics in order to ensure that the teaching of this course is successful. Ünal (2011) emphasised the importance of revisions during the process. According to the views of the students, the activities should be at their level, group activities should be implemented alongside the individual activities, and the course should be interesting for the students.

The students strongly agreed with the observation "A sufficient number of examinations are used in the TCWH lesson." The students found that the number of the exams was sufficient. In contrast with the results of this study, Ünal (2011) emphasised the importance of exams, which are used to measure the success in and out of the class. According to the results of the study, the number of exams that are used to test whether the curriculum has met its objectives is not sufficient.

The Conclusion of Students' Opinions about Product revealed that the students were neutral with regards to the observation "My basic history thinking skill was affected in a positive way by the TCWH lesson." According to the answers given by the students, it was found that the students could not decide whether the course had met the objectives of the curriculum or not. One of the main objectives of this course is to enable the students to gain basic historical thinking skills (MEB 2012). The results also show that the curriculum did not meet the needs of the curriculum. Analysis of previous studies revealed that (Ünal 2011) the students did reach the planned objectives, although they were not competent in some aspects.

The students disagreed with the observation "My basic historical thinking needs were met by the TCWH lesson." These results show that the implemented curriculum is not sufficient to meet the necessary objectives and the deficiencies of the curriculum should be resolved. A course that does not meet the needs of the students becomes a problem during the implementation of the curriculum. Previous studies (Erseven (2011) showed that history teaching is teacher-centred in Turkey and active learning does not occur because it is not student-centred. This decreases the interest of the students and does not improve their basic historical thinking skills. Moreover, history teaching should incorporate a student-centred approach instead of the teacher simply delivering information that the students memorise. Therefore, when the findings of this study are compared with those of previous studies it can be concluded that the teachers of this course use presentation strategies that do not encourage the active participation of students.

The students were neutral to the observation "I was encouraged to improve my communication skills by the TCWH lesson." The findings in this study reveal that this course was unsuccessful at promoting the students' communication skills. This indicates that working in pairs or group work was not conducted during the course. Ünal (2011) identified the importance of communication skills in the globalized world and that group work helps individuals to develop debating skills, as well as their abilities for negotiation and persuasion. The individuals who have effective communication skills are successful not only in the academic sense, but also in their communication with other cultures. However, the students are unable to develop this skill, as the necessary activities that develop communication skills, are not implemented in the TCWH course. Therefore, the effectiveness of the curriculum should be reviewed.

The students strongly disagreed with the observation "Students' improvements in relation to improving their IT skills are satisfactory in the TCWH lesson". According to the findings, of this study, this course does not make the students acquire information technology skills. The ability to use information technology, which is one of the objectives of the curriculum, will help the students adapt to the modern world. Analysis of previous studies (Raghupathy, 2009) showed that information technology and online communications are important and should be understood by the students. Cansu (2010) observed that incorporating developments that occur in information technology into the teaching process could enrich students' learning. However, the students will not have using information technology skill, even after completing the TCWH course.

The students were neutral to the observation "My basic historical thinking needs were met by the TCWH lesson". In line with the results, this course is not at a sufficient level to meet the historical needs of the students. The targeted skills in the TCWH course are chronological thinking, historical comprehension skills, historical analysis and interpretation skills, historical problem analysis, decision-making skills and historical inquiry-based research skills (MEB 2012). The students should have the skills related to the perception of historical events, historical analysis and historical inquiry. Bircan and Tokdemir (2013) found in her study that the textbooks, the insufficient amount of teaching hours, the strategies used in learning situations, as well as the tools - equipment, techniques and methods are the key problems in the curriculum. Therefore, this course is unable to assist students with developing their historical thinking skills.

Curriculum evaluation is the core issue in educational review in order to ensure compliance and effectiveness. Analysis of how well the curriculum meets the requirements along with the result of the evaluation be a very important component for further studies and updates to the current curriculum. Unfortunately, the literature illustrates that the criticisms about the history curriculum have continued from the 19th Century to the present day. Boykoy (2011) identified that the history teaching programs and the history textbook in Turkey in the period 1939 - 1945 was a crucial time for the development of history lessons. His research results demonstrated that the history curriculums and textbooks received significant criticism. When current literature is analysed, similar obstacles can still be observed in the history curriculum. Dinç (2006) observed that previous versions of the history curriculum were not clear, understandable or achievable, nor were they appropriate for practice in the classrooms. The process of history curriculum evaluation construction should be considered as a continuing process during which various authorities' opinions should be taken into account (Dinç 2011).

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